



Unique Curriculum

At the heart of our preschool is **WELLY**.

Wonder -We nurture children's **wonder** and curiosity.

Empower- We **empower** children to become resilient and respectful learners.

Learning- We offer a rich **Learning** experience across all 7 EYFS areas.

Language- We inspire children to be confident communicators.

You -We celebrate **you** by valuing every child's unique journey.

Wonder

Why is wonder important?

Wonder encourages children to be curious, motivated and active learners. Children are born with an innate desire to explore, by facilitating this children can learn about the world around them and develop their own interests.

- Wonder can **help problem solving** as children begin to consider 'What if?' and 'why?', developing their thinking and reasoning skills.
- **Develops creativity and imagination.** Wonder enables children to think beyond what they already know and develop their own ideas.
- **Supports language acquisition** – Questioning and discussion with others improves vocabulary and improves communication.
- **Builds confidence**- When children's ideas and questions are valued they learn that their thinking is important.

- **Fosters lifelong learning** – When curiosity is nurtured from a young age, it can develop into a lifelong habit, encouraging individuals to continue learning enthusiastically throughout their lives

How do we nurture children's wonder at Horfield Welly Pre-school?

- We understand children need to feel safe and secure to learn effectively, so place a strong emphasis on working with families to support children's wellbeing.
- We provide rich experiences through our carefully thought out environment and resources
- Our routine allows for extended periods of time to play and explore
- We provide regular opportunities for children to explore their local community and the natural world
- We use open ended questioning that scaffolds learning. E.g 'I wonder what might happen if...?'
- We value children's questions and ideas through our positive responses

How will wonder be demonstrated by the children?

Children will ask questions, explore and investigate the world around them. They will be watching closely, exploring using their senses, experimenting, wondering, noticing differences, repeating an experience and showing excitement about discovering something new.

How might wonder develop from 2–5 years?		
Age	How Curiosity may develop	Examples
Around 2 Years	Children begin to explore through their senses and repeated actions. They are interested in what things do and what happens when they interact with them.	Dropping objects to see them fall, exploring mud and water, opening and closing containers, pointing and asking simple questions.
Around 3 Years	Children become increasingly interested in cause and effect and begin asking more questions. They may experiment through play and start making predictions.	"What happens if I put this in the water?", mixing colours, building a tower and changing how they construct it, asking "Why?"

Around 4 Years	Children increasingly investigate ideas, make connections and use imagination to explore possibilities. They may begin explaining their own theories.	Predicting whether something will float, noticing changes in plants, asking where rain comes from, creating stories about their discoveries.
Around 5 Years	Curiosity becomes more purposeful. Children can increasingly plan investigations, make predictions, discuss their ideas and reflect on what they have discovered.	Designing an experiment, researching a question with an adult, comparing results, explaining why they think something happened and changing their approach when it doesn't work.



EMPOWER

Why do we want to empower children to be resilient and respectful?

We want young children to develop resilience and respect because these skills help them to build positive relationships, manage challenges and become confident, independent learners.

Resilience helps children cope with setbacks, manage their emotions, solve problems and keep trying when faced with challenges. Developing resilience in the early years gives children the confidence to face new experiences and learn from their mistakes.

Respect helps children understand the feelings, needs and differences of others. It supports positive relationships, encourages kindness and cooperation and helps children learn to listen, share, take turns and value different perspectives.

Together resilience and respect help children to develop the emotional and social skills they need to thrive, both in the early years and throughout their lives.

How do we achieve this at Horfield Welly Pre-school?

- Staff model respectful behaviour by being kind, listening carefully to others and treating everyone fairly
- We have simple rules for children to follow and support their understanding of these through visuals.
- We help children to recognise a range of emotions and strategies they can use to manage these effectively
- We celebrate diversity through our resources and celebrations
- We provide the children with challenges
- We praise children's efforts and perseverance allowing uninterrupted time to persist
- We encourage problem solving e.g 'What could you try next?'
- We build positive relationships with children so they feel confident to give things a try in a safe environment



How will this be demonstrated by the children?

Respectful behaviours:

Children will demonstrate respectful behaviours following the Welly rules. They will say/sign please and thank you when appropriate. They will take turns and share with their peers. Staff understand that young children are not being deliberately disrespectful and will support them using the strategies above to develop these skills.

What respect might look like from 2- 5 years	
Age	What respectful behaviour might look like
Around 2 Years	Beginning to notice other's feelings; responding to simple requests; learning to wait briefly for a turn; using gentle hands with others; beginning to share with adult support.
Around 3 Years	Beginning to take turns; listening when others are speaking; using simple polite language; recognising when someone is upset; beginning to understand that others may want or feel different things.
Around 4 Years	Showing greater awareness of others' feelings; cooperating during play; respecting personal space and belongings; listening to different ideas; beginning to resolve disagreements with adult support.
Around 5 Years	Showing empathy and consideration; taking turns more independently; respecting different opinions, cultures and experiences; negotiating during play; using words to resolve conflict and recognising the impact of their behaviours on others.

Resilience:

Children will demonstrate resilience by trying new things and 'having a go' when something doesn't work. They will start to name their emotions and will implement strategies to manage these when necessary. Children will ask for help when needed and will celebrate their achievements.

How resilience might look from 2-5 years	
Age	Examples of resilience
Around 2 Years	Attempts something again after it doesn't work; seeks an adult for reassurance; begins to manage small frustrations; tries new activities with encouragement
Around 3 Years	Has another go after making a mistake; begins to wait for their turn; copes with small changes in routine with support; asks for help when something is difficult.
Around 4 Years	Persists with a challenging task; tries different ways to solve a problem; begins to manage disappointment; recovers more quickly when things don't go as expected
Around 5 Years	Shows determination when faced with difficulties; Independently tries different strategies manages setbacks with increasing confidence; can talk about what they have found difficult and what has helped them

Learning

Why is learning important in the Early Years?

Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances (EYFS) The EYFS outlines the 7 areas of learning and development that providers must teach- these are:

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These specific areas strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

How do we facilitate this at Horfield Welly Pre-school?

- We will provide carefully planned environments to reflect the 7 areas of learning.
- We will plan meaningful experiences linking to the areas of learning
- We will provide children with extended time to play and explore
- We will offer responsive adult interactions
- We will monitor children's individual progress on a regular basis to inform our ongoing provision.

How will this be demonstrated by the children?

- Children's learning will be observed through their play, conversations, relationships, exploration and problem solving.



- Key workers will provide 6 monthly progress reports (Around children's birthday month and 6 months later) to celebrate children's progress across the 7 areas of learning.
- Staff will use OPAL when assessing children and will have regard to the development matters and DEYO (differentiated early years outcomes)where appropriate.

Language

Why is it important for children to be confident communicators in the early years?

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. (EYFS)

How do we facilitate this at Horfield Welly Pre-school?

- We offer a language rich environment where staff model spoken language
- Children's vocabulary is extended through interactions with adults
- We have daily singing/story times and use the core book approach
- Children's understanding is supported through the use of visuals
- We use the screening tool 'Wellcomm' to identify and support children's language needs.



How will this be demonstrated by the children?

Children will be joining in conversations with peers and practitioners, sharing ideas and asking questions.

How confident communicators might look for children aged 2-5	
Age	Examples of communication & language

Around 2 Years	Uses words and short phrases to express needs and wants; will name familiar objects and people; answers simple questions; begins to join in with conversations; enjoys talking, singing and sharing stories.
Around 3 Years	Starting to use longer sentences; will talk about familiar experiences and interests; asks and answers simple questions; uses language during play; shares feeling ideas and preferences; listens and responds to others.
Around 4 Years	Becoming confident to talk about their ideas and experiences; has an increasing range of vocabulary; takes turns during conversation; explains their thoughts and feelings; retells stories and events; uses language to develop imaginative play.
Around 5 Years	Speaks confidently in a range of situations; holds conversations and can listen to others, clearly expresses ideas and feelings, uses language to describe, questions and explain, uses language to negotiate problems, retells stories and events with increasing detail.

You

Why is it important to recognise each individual child and their unique journey?

Every child will start their pre-school journey with varying knowledge and experiences. Understanding and valuing children's personal backgrounds, family experiences, needs and interests allows practitioners to build strong relationships and provide learning experiences that are meaningful, inclusive and appropriate for each individual.

How do we facilitate this at Horfield Welly Pre-school?

- We use registration forms, all about me and home visits to learn about children and their families.
- Children's families, cultures and experiences will be reflected in resources and activities.
- We carry out ongoing observations of children to understand their needs and interests



- Individual progress reports are written collaboratively with parents, every 6 months.
- We have flexible settling in procedures to support individual needs

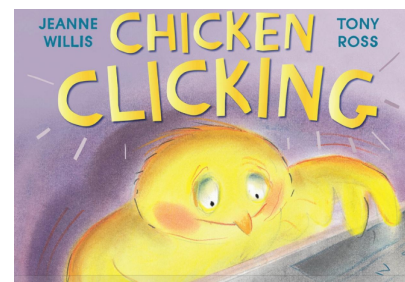
How will this be demonstrated by the children?

Children will feel happy and secure with the setting. They will have positive relationships with their key workers which will be evident through warm and encouraging interactions. Children will make progress at their own rate.

Safeguarding in the Curriculum

At Horfield Welly pre-school the safety of our children is a priority. We understand that our responsibility for keeping children safe also incorporates giving them the skills and knowledge to stay safe throughout their lives. We provide the children with practical safeguarding opportunities throughout the year which include:

- Handwashing- before mealtimes and after using the bathroom
- Welly rules and behaviour expectations
- First aid - what to do if you are hurt
- Scissor safety
- Risk taking
- Online safety- using storybooks such as Chicken Clicken.
- Fire drills
- NSPCC PANTS-Knowing which parts of the body are private
- Appropriate clothing for wet and cold weather and keeping warm
- How to stay safe in the sun- Hats, Suncream, Sunglasses, Drinking plenty of Water
- Using Hi-Vis on outings to be seen
- Safety around animals- promoted through our outing rules
- Harmful Substances Outdoors- promoted through our outing rules
- Oral hygiene- Through toothbrushing activities



Safeguarding advice is shared with families via our weekly email communications.